Agenda

• **Frame:** Whole Child Education and Building Adult Capacity
• **Review:** Long-Term Teacher Workforce Trends
• **Connections:** Research on Educator Preparation, Professional Development, the Science of Learning and Development
• **Pandemic Effects:** Stressors on Students and the Educator Workforce, Ideas for Restarting and Reinventing Schools
• **A New Development:** SoLD Design Principles for Schools
• **What Policymakers Can Do:** State and Federal Policy Supports
What Do We Mean by Whole Child?

- Relationships
- Environment
- Community
- Physical Health & Development
- Mental Health
- Identity Development
- Academic Development
- Ethical Development
- Social and Emotional Development
- Cognitive Development
- Development

Relationships
Environment
Community

LEARNING POLICY INSTITUTE
States can establish and support:

- Educator preparation systems grounded in whole child learning and development
- Proactive recruitment & retention strategies
- High-quality mentoring and induction programs
- Professional development responsive to educator growth and improvement
- Educator evaluation and improvement systems
- Programs to support educator well-being
Teacher Workforce Trends: Supply

▷ A 30% decline in educator preparation program enrollment over the last decade, with higher declines in some states.

▷ Over 100,000 positions were unfilled or staffed by underqualified individuals in 2017-18.

▷ Underprepared teachers leave at 2-3 times the rate of fully-prepared teachers (the “leaky bucket”).

▷ Pre-COVID teacher shortages in over 80% of states in high needs areas: math, science, and special education.

▷ Underprepared and inexperienced educators are concentrated in schools educating the nation’s most underserved students.
Teacher Workforce Trends: Demand

- **Lack of adequate preparation** – untrained, uncertified, and emergency-certified teachers leave at rates 2 to 3 times higher.

- **Working conditions** – school climate, lack of resources, and low administrator support increase turnover.

- **Compensation and debt** – turnover is lower with comparable pay, though wage gaps grow over time; financial concerns drive candidates to alternative pathways and suppress the supply of teachers of color.

- **Stress and burnout** – stress, burnout, and emotional exhaustion are linked to turnover; pandemic-related stress has been linked to increasing turnover, pre-retirement attrition, and early retirement.

- **Lack of induction support** – increased attrition is linked to lack of induction support and mentoring; high-quality induction has been shown to reduce attrition by half compared to no induction.
Research on Teacher Preparation
How Practitioner Learning Happens

Create hands-on experiences
Model, mentor and provide feedback
Create Communities of Practice

Everything students need for their learning, teachers need
Effective Professional Development

FROM:
- Sit and get
- Drive-by
- One size fits all
-Disconnected from classrooms

TO:
- Content-focused
- Active
- Collaborative
- Using models & modeling
- Coaching
- Feedback and reflection
- Sustained over time
An Emerging Consensus: The Science of Learning & Development

Malleability, plasticity, and individuality: How children learn and develop in context
Pamela Cantor, David Osher, Juliette Berg, Lily Steyer & Todd Rose

Drivers of human development: How relationships and context shape learning and development
David Osher, Pamela Cantor, Juliette Berg, Lily Steyer & Todd Rose

Implications for Practice of the Science of Learning and Development
Linda Darling-Hammond, Lisa Flook, Channa Cook-Harvey, Brigid Barron, & David Osher
The Science of Learning and Development

**Potential**
Each young person has significant potential to learn and thrive.

**Malleability**
Brains are remarkably malleable and resilient throughout life.

**Individuality**
Every young person learns and develops differently.

**Context**
Experiences, environments, and cultures are the defining influences on development.

**Relationships**
Strong, trusting relationships are essential to learning and development.

**Integration**
Cognitive, academic, social, and emotional development are inextricably linked.

**Continuum**
Human development is a progression, but not a linear one.

**Meaning Making**
People make meaning by reflecting on the connections between new information and existing knowledge.
Impacts of the Pandemic

Effects on children:
▷ trauma and isolation for many
▷ lost instructional time, decreased engagement, opportunity gaps

Effects on the teacher workforce:
▷ ongoing shortages
▷ districts hiring on substandard credentials and permits
▷ severe needs in math, science, special education, bilingual education
▷ severe substitute shortages
Restarting and Reinventing School: Learning in the Time of COVID and Beyond – August 2021

1. Close the digital divide
2. Strengthen distance and blended learning
3. Assess what students need
4. Ensure supports for social and emotional learning
5. Redesign schools for stronger relationships
6. Emphasize authentic, culturally-responsive learning
7. Provide expanded learning time
8. Establish community schools and wraparound supports
9. Prepare educators for reinventing schools
10. Leverage more adequate and equitable school funding
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Ensure supports for social and emotional learning

- Implement a comprehensive system of support
- Ensure opportunities for explicit teaching of social & emotional skills
- Infuse SEL into instruction in all classes
- Institute restorative practices
- Enact policies that enable SEL & restorative practices
5

Redesign schools for stronger relationships

Create structures that foster health and safety, as well as personalization & trust, among children & staff

Strengthen partnerships with families

Cultivate supportive environments filled with emotional safety and belonging

Enact policies that support relationship-centered designs
9
Prepare educators for reinventing schools

Invest in high-quality educator preparation in high-needs areas

Support mentoring and new teacher roles

Transform educator learning opportunities to match current needs

Create collaboration time

Take the long view: Plan for long-term systemic investments
Current schools, designed in the early 1900s, were not designed to support:

- Relationships
- Higher-order thinking skills
- Flexible supports
- Equitable achievement
Guiding Principles for Equitable Whole-Child Design

- Integrated Support Systems
- Positive Developmental Relationships
- Environments Filled With Safety and Belonging
- Rich Learning Experiences and Knowledge Development
- Development of Skills, Habits, and Mindsets
- Healthy Development, Learning, and Thriving

Transformative
Culturally Affirming
Personalized
Empowering
Guiding Principle 1: Build positive developmental relationships with peers, educators and other adults.

- Build capacity and support relationships (e.g., home visits, advisories, mentoring, and counseling) (MA Acceleration Roadmap; WA Recovery Planning Guide)

- School structures, scheduling, smaller class sizes that can facilitate positive connections within a building

- Wrap “people power” around students by adding new staff (e.g., teachers, counselors, tutors, mentors, family outreach/ student services coordinators, teacher candidates/residents) (TN Tutoring Corps)
Guiding Principle 4: Support structures that integrate and develop student cognitive, social, emotional, and academic development.

- Culturally affirming curricula and learning structures that enable students to develop and practice valued skills, habits, and mindsets (e.g., SEL curricula) (SEL4ME)

- Tiered systems of support and other initiatives to improve school climates, promote inclusion, and meet student needs (DE)

- Draw on community assets and partnerships to engage various facets of students’ interests (NM)
Guiding Principle 5: Establish comprehensive, integrated systems of support.

- Invest in in-school supports (e.g., counselors, social workers, school psychologists, mentors) and establish partnerships with other key agencies and community providers.

- Expand evidence-based models for tiered systems of supports that integrate services around each child (e.g., community schools models) (VT, CA).

- Expand and integrate out of school time learning and development opportunities, including summer learning, afterschool activities, and other rich experiences.
Ensuring Equitable Access to a Strong, Stable, and Diverse Teacher Workforce

**Broad Access to High-Quality Preparation**
- Support for high-retention preparation pathways (e.g., residencies, Grow Your Own)
- Scholarships and forgivable loans that subsidize preparation
- School-university partnerships that support professional development schools
- Funding and incentives for intensive (or yearlong), high-quality clinical training
- Mentoring for candidates and novice teachers tied to career ladder roles for accomplished teachers

**State Systems to Guide High-Quality Practice**
- Standards that reflect what we know about how people learn
- Performance assessments that assess what educators can do in practice
- Accreditation that looks at what programs provide and what candidates learn
- Data reflecting the recruitment, distribution, and retention of qualified educators
- Induction systems that enable accomplished educators to mentor novices
Access to Preparation and Induction
SEL for Educators

Social and Emotional Learning, Cultural Competence, and Equity in Teacher Preparation

About the Educator Preparation Laboratory
Trinity University is among the 15 network partners of the Educator Preparation Laboratory (EdPrepLab), an initiative of the Learning Policy Institute and Bank Street Graduate School of Education. EdPrepLab aims to strengthen educator preparation in the United States by building the collaborative capacity of preparation programs, school districts, and state policymakers. Linking research, policy, and practice, EdPrepLab supports preparation programs that are equity-focused, student-centered, and grounded in evidence.

Educator Preparation for Social-Emotional Learning, Cultural Competence, and Equity at Trinity University
Patricia Norman, Trinity University
Steven Wojciechowski, Learning Policy Institute

Introduction
Trinity University in San Antonio, TX, is nationally recognized for its innovative and clinically intensive educator preparation model. The 5-year program leading to a Master of Arts in Teaching (MAT) features a 32-hour teacher certification program combining graduate coursework with a yearlong internship as an apprentice in the classrooms of expert teachers. These internships occur through Trinity’s longstanding Professional Development School (PDS) partnerships with local urban schools serving historically underserved student populations, where Trinity faculty work alongside public school teachers.

Across three semesters, Trinity’s MAT program engages candidates in examining three essential questions:

- Who am I as a teacher, learner, and human being?
- Who are my students as learners?
- What do I need to know, do, and be in order to create and sustain culturally responsive teaching practices?
SEL for Educators

District of Columbia self-service, interactive training platform with on-demand wellness resources for educators.

Welcome to the DC Educator Wellness Center

We know that, as an educator, you show up every day to play a critical role in supporting the educational, social, and emotional development of your students. This resource is designed to support you. Here you’ll find resources focused on your own mental health: from strategies for boosting resilience, techniques for coping with stress, and language and resources for seeking help if it is needed.

Self-Awareness
Self-awareness refers to the ability to recognize your strengths and limitations and how these impact teaching.

Self Management
Teachers are expected to consistently regulate their own emotions and emotional displays as well as help students regulate their own emotions.

Social Awareness
Socially and emotionally competent teachers recognize that perspectives differ according to age, gender, and social/ethnic/educational/economic background.

Relationship skills
Socially and emotionally competent teachers establish and maintain healthy and rewarding relationships with students, parents, and colleagues.

Responsible decision making
Socially and emotionally competent teachers use multiple forms of evidence to make decisions about instruction, classroom management, and interactions with students, students’ parents, and colleagues.

Adult SEL
What it Looks Like in the School Setting
The Unique Opportunity of Federal Relief Funding

Elementary & Secondary School Emergency Relief Funding (ESSER)

$189.5 billion
10% to SEAs
90% to LEAs

Funds are available for any allowable use under ESEA or IDEA
For more information

Sign up for updates
bit.ly/LPlupdates

Resources
https://learningpolicyinstitute.org/

https://edpreplab.org/

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